

INDEPENDENCE ELEMENTARY

132 W. Springdale Road
Rock Hill, SC 29730

GRADES K-5 Elementary School

ENROLLMENT 481 Students

PRINCIPAL Mary Chandler 803-981-1135

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Mr. Bob Norwood 803-981-1000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	60	16	1	0

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004	Good	Unsatisfactory	Yes

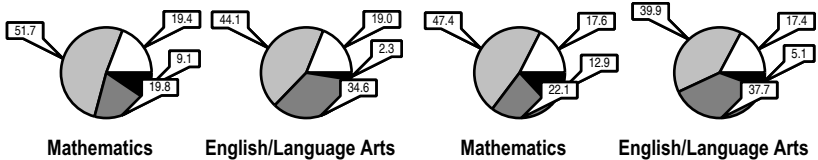
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	276	100.0	19.3	43.9	34.5	2.3	49.2	Yes	Yes
Gender									
Male	146	100.0	23.0	45.3	29.5	2.2	46.0		
Female	130	100.0	15.2	42.4	40.0	2.4	52.8		
Racial/Ethnic Group									
White	140	100.0	12.1	43.9	41.7	2.3	56.1	Yes	Yes
African-American	81	100.0	24.1	46.8	26.6	2.5	43.0	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	46	100.0	28.9	40.0	28.9	2.2	42.2	Yes	Yes
Disability Status									
Not disabled	250	100.0	17.5	44.6	35.4	2.5	51.7		
Disabled	26	100.0	37.5	37.5	25.0	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	276	100.0	19.3	43.9	34.5	2.3	49.2		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	272	100.0	18.8	44.1	34.9	2.3	49.8		
Socio-Economic Status									
Subsidized meals	136	100.0	28.1	48.4	23.4	0.0	35.9	Yes	Yes
Full-pay meals	140	100.0	11.0	39.7	44.9	4.4	61.8		

Mathematics - State Performance Objective = 15.5%									
All Students	276	100.0	19.3	51.9	19.7	9.1	46.6	Yes	Yes
Gender									
Male	146	100.0	18.7	53.2	18.0	10.1	44.6		
Female	130	100.0	20.0	50.4	21.6	8.0	48.8		
Racial/Ethnic Group									
White	140	100.0	12.9	52.3	24.2	10.6	56.1	Yes	Yes
African-American	81	100.0	30.4	45.6	15.2	8.9	36.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	46	100.0	20.0	60.0	13.3	6.7	37.8	Yes	Yes
Disability Status									
Not disabled	250	100.0	17.5	51.7	20.8	10.0	49.6		
Disabled	26	100.0	37.5	54.2	8.3	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	276	100.0	19.3	51.9	19.7	9.1	46.6		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	272	100.0	19.2	51.7	19.9	9.2	47.1		
Socio-Economic Status									
Subsidized meals	136	100.0	25.8	54.7	14.1	5.5	33.6	Yes	Yes
Full-pay meals	140	100.0	13.2	49.3	25.0	12.5	58.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	92	100.0	13.6	36.4	38.6	11.4	50.0
	Grade 4	94	100.0	15.7	53.0	31.3	N/A	31.3
	Grade 5	90	100.0	26.2	48.8	21.4	3.6	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	92	100.0	17.6	30.8	45.1	6.6	51.6
	Grade 4	91	100.0	14.4	55.6	28.9	1.1	30.0
	Grade 5	93	100.0	24.4	50.0	25.6	N/A	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	92	100.0	13.6	47.7	26.1	12.5	38.6
	Grade 4	94	100.0	13.3	51.8	21.7	13.3	34.9
	Grade 5	90	100.0	20.2	42.9	25.0	11.9	36.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	92	100.0	17.6	59.3	18.7	4.4	23.1
	Grade 4	91	100.0	22.2	47.8	21.1	8.9	30.0
	Grade 5	93	100.0	21.1	47.8	17.8	13.3	31.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 481)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.2%	Down from 0.6%	3.0%	2.7%
Attendance rate	99.2%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		3.0%	3.5%
Eligible for gifted and talented	12.5%	No change	17.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Up from 5.1%	8.6%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	54.5%	Up from 51.5%	53.8%	51.4%
Continuing contract teachers	93.9%	Down from 100.0%	90.9%	87.5%
Highly qualified teachers**	92.6%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 90.4%	89.0%	86.7%
Teacher attendance rate	94.0%	N/R	95.2%	94.9%
Average teacher salary	\$44,305	No change	\$40,941	\$40,760
Prof. development days/teacher	5.0 days	Down from 10.7 days	11.5 days	12.4 days

School				
Principal's years at school	6.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.7 to 1	18.9 to 1
Prime instructional time	92.0%	N/R	90.3%	90.0%
Dollars spent per pupil*	\$5,581	Up 9.0%	\$5,672	\$6,044
Percent of expenditures for teacher salaries*	77.3%	Down from 80.0%	65.8%	65.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Independence Elementary has made tremendous strides in the past year. Serving a population of 500, this Title I school has earned recognition throughout the state as a school with sound curriculum, dedicated teachers and numerous opportunities for children, both during and after school. Independence qualified as a finalist in the Exemplary Reading Program, the state award given by the International Reading Association and Palmetto's Finest Award Program, one of the highest recognitions in the state. As a result, teachers and principals from around the state have visited Independence to view the school and gain information about successful efforts in building a strong program for children.

Our goal of providing opportunities for students that would tap into special talents was achieved with over half of our student body participating in after-school clubs, many of which involved community businesses who came to the school to offer lessons. Independence recognizes and pays tribute to Master Pak and his Taekwondo program, Sullivan Dance Studio, and Monart Drawing School for outstanding contributions to our students.

The School Improvement Council and PTO supported efforts to improve student attendance, academics, and citizenship by providing incentives and rewards for the Gold, Silver, and Bronze Card Program initiated by the guidance counselor. Several reward trips were planned for groups such as Safety Patrol, Student Government, Accelerated Readers, and Perfect /Exemplary Attendance. The PTO purchased a Playshade and benches for the playground, sponsored the first annual Arts Festival, and funded visits from two children's authors.

Each grade level was again responsible for service-learning projects thus providing opportunities for students to learn the rewards of serving others and giving back to the community. The guidance counselor and staff members offered parent workshops, all of which related to parenting, curriculum, and/or special topics of interest to parents.

Several teachers received grants to support special programs or purchase additional supplies for the classrooms. Teachers presented at the state Science Conference, SCIRA Conference and at workshops both in our district and in other districts. Independence teachers continue to grow professionally through staff development and participation in district courses.

Our focus for the coming year will be to maintain a standard of excellence through quality child-centered programs that nurture and actively engage students in a warm and caring environment.

Mary Chandler
Principal

Lisa Knecht
SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	83	63
Percent satisfied with learning environment	100.0%	96.4%	96.8%
Percent satisfied with social and physical environment	100.0%	97.6%	95.2%
Percent satisfied with home-school relations	100.0%	96.4%	82.3%

*Only students at the highest elementary school grade level at this school and their parents were included.